

2013-2014 SCHOOL IMPROVEMENT PLAN

Lynn Haven Elementary School
301 W 9TH ST
Lynn Haven, FL 32444
850-767-1454

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 51%
Alternative/ESE Center No	Charter School No	Minority Rate 18%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lynn Haven Elementary School

Principal

Debra Spradley

School Advisory Council chair

Nicole Weaver

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Debra Spradley	Principal
Katrina Evans	Administrative Assistant
Cheryl Merrill	Guidance Counselor
Lara Weeks	Teacher
Kathy Bauer	Teacher
Judy Sellers	Teacher

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is comprised of teachers, staff, parents, and community members. This membership reflects the demographics of the student body at LHES.

Nicole Weaver - SAC Chair

Deena Shepherd - Co-Chair

Involvement of the SAC in the development of the SIP

The SAC will meet to contribute ideas for the overall completion of the school improvement plan. The members of the SAC will also review the plan upon completion to ensure that all of the school's needs are being addressed within the School Improvement Plan.

Activities of the SAC for the upcoming school year

The activities of the SAC in the upcoming year will be to meet consistently to provide input into the daily operations of the school. The SAC will serve as liaisons between the parents, teachers, and administration to express concerns and give suggestions.

Projected use of school improvement funds, including the amount allocated to each project

There are currently no funds available at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Debra Spradley

Principal

Years as Administrator: 10

Years at Current School: 9

Credentials

Degrees: Master of Education, Educational Leadership
 Bachelor of Science, Elementary Education
 Certifications: Elementary Education, School Principal

Performance Record

School Grade:
 C (Lynn Haven 2013)
 B (Lynn Haven 2012)
 A (Lynn Haven 2011) AYP: N (R-84; M-86; S-58; W-89)
 C (Callaway 2010) AYP:N (R-71; M-69; S-36; W-68)
 A (Lynn Haven 2009) AYP: Y (R-89; M-92; S-69; W-83)

Katrina Evans

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Degrees: Master of Education, Educational Leadership
 Bachelor of Science, Elementary Education
 Certifications: Educational Leadership, Elementary Education K-6,
 ESOL Endorsement

Performance Record

School Grade: C (Lynn Haven - 2013)

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Christy Williamson

Part-time / District-based

Years as Coach: 10

Years at Current School: 1

Areas

Reading/Literacy

Credentials

BS Elementary Education
MS Reading/Language Arts
Reading Endorsement

Performance Record

Dana Manis

Full-time / District-based

Years as Coach: 2

Years at Current School: 2

Areas

RtI/MTSS

Credentials

BS In Psychology
MS in Educational Leadership
Certifications: ESE K-12, Elementary Education K-6, Educational Media Specialist K-12, English 5-9

Performance Record

Highly qualified to work with site-based faculty to build their capacity with instructional and structural practices to facilitate school improvement in the area of MTSS.
Received a rating of Highly Effective on the 2012-2013 Employee Appraisal

Tracy Rogers

Part-time / District-based

Years as Coach: 2

Years at Current School:

Areas

Reading/Literacy

Credentials

BS & FL Certification Elementary Education, 1-6
MS & FL Certification Reading K-12
National Board Certification Middle Childhood Generalist 2004-2014

Performance Record

Tracy is highly qualified to work with faculty members at schools across the district to build their capacity with instructional and structural practices to facilitate school improvement focusing in the area of English Language Arts.

Classroom Teachers

of classroom teachers

41

receiving effective rating or higher

37, 90%

Highly Qualified Teachers

100%

certified in-field

41, 100%

ESOL endorsed

11, 27%

reading endorsed

7, 17%

with advanced degrees

16, 39%

National Board Certified

1, 2%

first-year teachers

4, 10%

with 1-5 years of experience

11, 27%

with 6-14 years of experience

19, 46%

with 15 or more years of experience

11, 27%

Education Paraprofessionals

of paraprofessionals

16

Highly Qualified

16, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

13

receiving effective rating or higher

13, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The administration strives to create a positive school climate which is conducive to retaining highly qualified, certified, effective teachers. Strategies that are used at the school level are school-based professional development, one-on-one meetings with teachers, effective and timely feedback, and team building activities that create a positive school atmosphere.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

There are three components to the LHES mentoring program.

1. New teachers are mentored by a district mentor.
2. Classroom coaches will mentor any teachers who have requested assistance with specific areas. These coaches will also provide mentoring to teachers with an overall summative rating of Needs Improvement.
3. Expert teachers at the school level will mentor other teachers in an effort to build capacity with a variety of programs and initiatives (ie. Focus, Guided Math, Planbook.com, ThinkCentral, CRISS, Kagan, etc.)

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The administration reviews grades and meets with teachers to determine the effectiveness of the core curriculum. The administration provides feedback to teachers regarding these findings and follows up to ensure that the core needs are met. At each grade level, teachers work as a professional learning community to discuss specific ideas and strategies that could be used to improve student achievement within the classroom. The grade level teams meet weekly. Each month, teachers meet with the MTSS Coach, Dana Manis, to review data for specific students who are in the MTSS process and to discuss their progress, as well as make further recommendations to help the student become successful.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based leadership team consists of one teacher from each grade level, who serves as the MTSS leader for that grade level. The responsibilities of this person include answering specific MTSS questions, assisting teachers with progress monitoring materials and/or data entry, as well as providing feedback to teachers regarding specific MTSS plans. This person brings the questions from the grade level to the MTSS Leadership Team, which meets monthly to review data and monitor the fidelity of the MTSS program. These team members also provide input for strategies for the SIP.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team meets monthly to review specific data with regards to the fidelity of the MTSS process and the school's SIP. The team reviews the data for fidelity of interventions and progress monitoring.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The use of database programs, FOCUS and Enrich, as well as Planbook.com are sources to locate this information. Grades, attendance, and behavior concerns can be analyzed through FOCUS. MTSS and IEP data can be analyzed through the Enrich program. Planbook is the program into which teachers put their lesson plans. The lesson plans are regularly reviewed to ensure that time is being incorporated for core curriculum as well as for intensive supports.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Coach will build capacity with the guidance counselors and the MTSS leadership team. MTSS Leadership Team members are trained as any new information comes. The team members then share the information with the teachers on their grade level.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Debra Spradley	Principal
Katrina Evans	Administrative Assistant
Cheryl Merrill	Guidance Counselor
Kathy Bauer	Teacher
Judy Sellers	Teacher
Lara Weeks	Teacher

How the school-based LLT functions

At the beginning of the year, the LLT gains input from the faculty and assists in writing the SIP. The school based LLT meets monthly to discuss the progress of the specific strategies outlined in the SIP. The LLT members also serve as representatives of the faculty when discussing and planning school-based literacy initiatives.

Major initiatives of the LLT

This year, the major initiatives of the LLT will be to monitor the implementation of the specific School Improvement Strategies. The LLT will review data to ensure that proper implementation is taking place as well as to monitor the effectiveness of the strategies.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Our school based Pre-K classes develop vocabulary and background knowledge through a variety of hands-on learning experiences. They also build a capacity for literacy through a print-rich environment, as well as provide opportunities to develop gross and fine motor skills through a variety of activities.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	68%	No	76%
American Indian				
Asian				
Black/African American	58%	43%	No	63%
Hispanic	68%	64%	No	72%
White	76%	70%	No	78%
English language learners				
Students with disabilities	53%	39%	No	57%
Economically disadvantaged	60%	56%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	27%	30%
Students scoring at or above Achievement Level 4	135	41%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	132	58%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	33	58%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		90%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		76%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		34%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	63	49%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	66%	No	77%
American Indian				
Asian				
Black/African American	58%	38%	No	63%
Hispanic	68%	55%	No	72%
White	77%	68%	No	79%
English language learners				
Students with disabilities	55%	41%	No	60%
Economically disadvantaged	63%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	29%	32%
Students scoring at or above Achievement Level 4	121	37%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		55%
Students scoring at or above Level 7	[data excluded for privacy reasons]		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	117	51%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	33%	38%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	30%	33%
Students scoring at or above Achievement Level 4	29	29%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		33%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		10
Participation in STEM-related experiences provided for students	100	14%	20%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	125	16%	10%
Students retained, pursuant to s. 1008.25, F.S.	27	3%	2%
Students who are not proficient in reading by third grade	33	33%	28%
Students who receive two or more behavior referrals	28	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	22	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parental involvement targets at LHES include increasing the number of volunteers on campus the following areas:

- Classroom Volunteers
- Picture Day
- Health Screenings
- Field Trip Chaperones
- PBS Implementation
- PTO
- SAC
- Going Green Day
- Christmas/Thanksgiving Lunches
- Sonic Night
- Sweet Frog Night
- Book Fairs
- Spring Fling
- Star Gazing Night
- Paint Your Art Out
- Parent Conferences
- Student Performances

Other parent events are scheduled throughout the year in an effort increase parent participation and involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of volunteers on campus in various areas.	442	58%	65%

Goals Summary

- G1.** The goal for LHES during the 2013-14 school year, will be to increase the number of students (all subgroups) showing proficiency in all curricular areas.

Goals Detail

G1. The goal for LHES during the 2013-14 school year, will be to increase the number of students (all subgroups) showing proficiency in all curricular areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Staff Training Specialists - Language Arts, Writing, MTSS, Technology TOSAs, etc.
- Programs/Curriculum - Great Leaps Reading and Math, SRA Reading and Math, Harcourt, Guided Reading Library, SuccessMaker, Discovery Education, K-5 Writing Rubrics, SMILE, etc.
- Parent Communication/Involvement - Parent Conferences, Planners/Agendas for all students grades 1-5, IRIS, Website, Parent Portal, PTO/SAC
- Grade Level Collaboration - Common Planning Time, Curriculum Teams (vertical alignment), etc.
- Positive Motivation/Character Education - Implementation of 7 Habits of Happy Kids, Classroom Guidance, PBS, etc.
- Professional Development - Kagan, CRISS, SMILE, 6 Traits + 1 Writing, Melissa Forney, etc.
- Classroom Support - Paraprofessionals, Inclusion Teachers, etc.

Targeted Barriers to Achieving the Goal

- Once assessment data is received, there is a lack of follow-through on making meaningful instructional decisions based on that data.
- Once students are assessed, both formatively and summatively, there is a lack of feedback to students on their progress.
- Students are not aware of their own learning, and do not have short or long term goals for improvement.

Plan to Monitor Progress Toward the Goal

Students in all subgroups will increase proficiency in all core areas from baseline to mid-year and from mid-year to final.

Person or Persons Responsible

Administration and LLT

Target Dates or Schedule:

September 2013 to April 2014

Evidence of Completion:

DEA, Common Assessments, Eagle Writes, LGPs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The goal for LHES during the 2013-14 school year, will be to increase the number of students (all subgroups) showing proficiency in all curricular areas.

G1.B1 Once assessment data is received, there is a lack of follow-through on making meaningful instructional decisions based on that data.

G1.B1.S1 Establish small flexible instructional groups based on data using multiple data points, such as DEA, FCAT, checklists, and classroom assessments.

Action Step 1

Meet to discuss and disaggregate data as well as to discuss instructional groupings.

Person or Persons Responsible

Administration will meet with Grade Level Teams (Teachers)

Target Dates or Schedule

Monthly

Evidence of Completion

Grade Level Meeting Notes

Action Step 2

Meet to learn how to understand and interpret data from various assessments such as DEA, SM6, DAR, FCAT, etc.

Person or Persons Responsible

Teachers, Guidance Counselors, Administration

Target Dates or Schedule

November 2013

Evidence of Completion

Sign In Sheets/Agendas will capture attendance and discussion.

Facilitator:

District Personnel

Participants:

Teachers, Guidance Counselors, Administration

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Teacher lesson plans will reflect implementation of small flexible instructional groupings based on data.

Person or Persons Responsible

Teachers will create the lesson plans and will put them in planbook.com. Administrators will regularly check them for implementation of small flexible instructional groups.

Target Dates or Schedule

The lesson plans will be created weekly and will be reviewed regularly by administration.

Evidence of Completion

Administrator notes, grade level notes, lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Look closely at and monitor data from the Learning Gains Profile and make differentiated decisions based on student performance data gathered from both formative and summative assessments.

Person or Persons Responsible

Teachers, Guidance Counselors, Leadership Team Members, Administration

Target Dates or Schedule

Ongoing through formative assessment, and quarterly when the LGP is completed.

Evidence of Completion

LGPs, Lesson Plans, LLT notes

G1.B2 Once students are assessed, both formatively and summatively, there is a lack of feedback to students on their progress.

G1.B2.S1 Increase academic feedback through timely and consistent student-teacher conferencing.

Action Step 1

Grade levels will meet to discuss the progress of the conferencing, as well as ideas to better implement.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade Level Meeting Notes

Action Step 2

Provide professional development using the book, *The Formative Assessment Action Plan*, by Frey & Fisher, as well as *Visible Learning*, by John Hattie.

Person or Persons Responsible

The administrators will provide this professional development to teachers.

Target Dates or Schedule

This professional development will be ongoing and will be presented to teachers at faculty meetings throughout the year.

Evidence of Completion

Sign In Sheets and Agendas will capture attendance and content.

Facilitator:

Administrators

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Teacher documentation of conferences will be created and will be made available for discussion and review with administrators and colleagues during grade level planning.

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Ongoing, will review during grade level planning

Evidence of Completion

Teacher documentation of conferences, grade level notes, etc.

Plan to Monitor Effectiveness of G1.B2.S1

Look closely at and monitor data from the Learning Gains Profile, as well as ongoing monitoring of formative and summative assessment.

Person or Persons Responsible

Teachers, Guidance Counselors, Leadership Team Members, Administration

Target Dates or Schedule

Ongoing through formative assessment, and quarterly when the LGP is completed.

Evidence of Completion

LGPs, Lesson Plans, LLT notes

G1.B3 Students are not aware of their own learning, and do not have short or long term goals for improvement.

G1.B3.S1 Develop appropriately challenging goals through teacher-student collaboration.

Action Step 1

Examine data to determine and identify specific academic areas of need for small groups and/or individuals.

Person or Persons Responsible

Teacher/Student

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans showing instructional groups based on data

Action Step 2

Teacher collaborates with students as they create appropriately challenging goals and celebrate successes as students achieve their goals. Teachers will structure situations so that students will be successful in achieving their goals.

Person or Persons Responsible

Teacher and Student

Target Dates or Schedule

Ongoing

Evidence of Completion

Student-owned/maintained monitoring tool

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Students maintain a goal setting tool which can be monitored by the teacher and/or administration.

Person or Persons Responsible

Students, Teachers, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student goal setting tool

Plan to Monitor Effectiveness of G1.B3.S1

Look closely at and monitor data from the Learning Gains Profile, as well as other formative and summative assessment data to determine if overall goals are being met.

Person or Persons Responsible

Teachers, Guidance Counselors, Leadership Team Members, Administration

Target Dates or Schedule

Ongoing through formative assessment, and quarterly when the LGP is completed.

Evidence of Completion

LGPs, LLT notes, Grade Level Notes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

All funds will be distributed and utilized in accordance with local, state, and federal guidelines.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The goal for LHES during the 2013-14 school year, will be to increase the number of students (all subgroups) showing proficiency in all curricular areas.

G1.B1 Once assessment data is received, there is a lack of follow-through on making meaningful instructional decisions based on that data.

G1.B1.S1 Establish small flexible instructional groups based on data using multiple data points, such as DEA, FCAT, checklists, and classroom assessments.

PD Opportunity 1

Meet to learn how to understand and interpret data from various assessments such as DEA, SM6, DAR, FCAT, etc.

Facilitator

District Personnel

Participants

Teachers, Guidance Counselors, Administration

Target Dates or Schedule

November 2013

Evidence of Completion

Sign In Sheets/Agendas will capture attendance and discussion.

G1.B2 Once students are assessed, both formatively and summatively, there is a lack of feedback to students on their progress.

G1.B2.S1 Increase academic feedback through timely and consistent student-teacher conferencing.

PD Opportunity 1

Provide professional development using the book, *The Formative Assessment Action Plan*, by Frey & Fisher, as well as *Visible Learning*, by John Hattie.

Facilitator

Administrators

Participants

Teachers

Target Dates or Schedule

This professional development will be ongoing and will be presented to teachers at faculty meetings throughout the year.

Evidence of Completion

Sign In Sheets and Agendas will capture attendance and content.

Appendix 2: Budget to Support School Improvement Goals